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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit:** How We Express Ourselves | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  • Describes positions using the following vocabulary: top, bottom, left, right, in, on, under, between, behind, in front of, inside, outside, next to. | | | | | | **Skills:** | | | | | |
| **Materials:**  People, places and objects from the classroom: a ball, a box or bucket, a chair, etc and their Maths notebooks. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** October 3rd-7th | | | **Time:** 45 min | | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening: :** 10 ` Cover four positions during this lesson (IN - ON - UNDER - BETWEEN)  Have the chn sit on a circle and review these positions using people, places and objects from the classroom. Taking turns, ask them to place the ball in different positions: "Put the ball in the box, put the ball under the chair"... etc. You can also have them say the instructions to each other and write the words on the board. | | | | | | | | | | | |
| **Main Activity:** Ask them to draw specific instructions in their notebooks like: Draw a chair, draw a ball on the chair, draw a table next to the chair, draw a pencil between the chair and the table, draw a ruler under the chair, etc. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Walk around meanwhile they do the exercise to check their drawings. | | | | | | | | | | | |